

Dissertation Thesis on

Effect of Work Place Environment on Happiness of Teachers' Teaching in The Maharaja  
Sayajirao University Baroda, Vadodara.



Guide:

Dr. Jyotshna Amin

Investigator:

Panchal Hemaxi G.

Department of Education (CASE, IASE & IUCTE)  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda, Vadodara.



## DECLARATION

I, Hemaxi Panchal hereby declare that the Dissertation study titled "Effect of Work Place Environment on Happiness of Teachers' Teaching in The Maharaja Sayajirao University Baroda, Vadodara" is my original research work and no whole or partial part in the dissertation has been taken from anywhere. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature, acknowledgement of collaborative research and discussions. The work was done under the guidance of Dr. Jyotshna Amin.

Hemaxi Panchal  
Investigator





CENTRE OF ADVANCED STUDY IN EDUCATION  
Department of Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara - 390002,  
Gujarat, India  
Email – tarangpathak@gmail.com

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### CERTIFICATE

It is certified that, the dissertation entitled, "Effect of Work Place Environment on Happiness of Teachers' Teaching in The Maharaja Sayajirao University Baroda, Vadodara.", which is being submitted by Mrs. Hemaxi Panchal for the degree of Master of Education through the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, is carried out by her under my supervision and guidance. She has completed the thesis with best of her capacities. I certify that this is her original work and find it fit for the submission and evaluation.

Vadodara  
April, 2020

(Dr. Jyotshna Amin)  
Guide

## ACKNOWLEDGEMENT

Two years of M.Ed. at the Maharaja Sayajirao University of Baroda has been an incredible journey of learning. It has contributed significantly in broadening my horizons and supplemented multiple perspectives to the thought process. With great pleasure I express my sincere gratitude to my Guide Prof. Satish Pathak, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda; for his continual encouragement, guidance and support especially for the present research study throughout the tenure of two years in M.Ed. I acknowledge a deep sense of gratitude to Prof. R. C. Patel, Head, Department of Education (CASE) and Dean, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda for providing administrative support. I owe my gratitude to Prof. Ashutosh Biswal, M.Ed. Convener, Department of Education.

I owe my profound gratitude to my classmates, who have always been together in the times - up and down. The life-long memories that we created being a team are certainly the ones which would induce positivity and enthusiasm and are amongst those which we would like to relish over and again.

Finally, it is an honour to express my deepest gratitude to my family for demonstrating faith in me, only because of whom; I could devote two years towards educating myself formally. I extend my utmost respect towards my parents.

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## CHAPTER 1

### 1.0 INTRODUCTION

Education is very important in everyone's life. It helps quality learning for everyone no matter from which cast, age group, religion or creed from the person are. Education helps them to achieve every aspect of their Life like values, skills, belief and moral values. Education is very important for person to achieve social as well as economic status in society. Education play crucial role in any one's life in order to make him or her better and skill full person. It also improves self-esteem, self-confidence and motivation of person. An Educated person will be a good citizen of society. Education is important for the person's all round development including spiritual, moral, coordination, cooperation, team work, scholastic and co-scholastic development. The goal of education should be all round development of the human on this earth. In report of The United Nations Educational, Scientific and Cultural Organization (UNESCO) mentioned that "the physical, intellectual, emotional and ethical integration of the individual into a complete man/woman is the fundamental aim of education." Hence, Higher the educational attainment directly associated with higher earning and top economic status in society. And this high earning and economic status eventually leads individual to live a happy life and increase his/her happiness level. . The British Utilitarians proclaimed the enjoyment of life to be of the highest value. It was the touchstone for the good and the bad of all action, even of political action. It was claimed to be the duty of governments to promote the greatest happiness of the largest number of people. Though not unchallenged, this view still enjoys considerable support. It is actually one of the ideological ingredients of current western welfare states.

### 1.1 Concept of Happiness

The term 'happiness' has a long history. It has figured in Western thought ever since antiquity. Over the years the term has been endowed with many different meanings. Its history is in fact characterized by a continuous debate about what it constitutes. This confusion of tongues has not heightened the popularity of the term in scientific circles. Since the nineteenth century it has gradually fallen into disrepute. Thus several of the concepts it contained have almost disappeared from the scientific field.

Oxford English Dictionary's definition of "happiness" is a simple one: "The state of



being happy. "From this definition, we can point out a few important points about happiness:

1. Happiness is a state, not a trait ;in other words, it isn't a long-lasting, permanent feature or personality trait, but a more fleeting, changeable state.
2. Happiness is equated with feeling pleasure or contentment, meaning that happiness is not to be confused with joy, ecstasy, bliss or other more intense feelings.

In common language the term 'happiness' has more than one meaning. In scientific language an even greater variety of denotations exists. Every writer on the subject tends to delineate his own definition. It would lead me too far to take stock of all the meanings ever attached to the word. Mentioning the main ones must suffice. I will begin by listing the main meanings in present day common language.

According to Shah and Marks whilst economic output has almost doubled within the UK within the last 30 years, life satisfaction has remained resolutely flat. Meanwhile depression has risen significantly over the last 50 years in developed countries. They are going on to argue that a lot of people are languishing instead of than flourishing i.e. living happy and fulfilling lives (Shah and Marks, 2004).

Means economic output directly affects person's life satisfaction. Which need to be achieved by the means of an Education. And here the education plays a major role. To make people become economically stable, satisfied and live their life happily.

In ancient Greece discussions on happiness centered largely on the concept of eudaemonia. In that context a current question was for example on whether men really need 'wealth' and whether the desire for 'fame' is a genuine need or a false one. Like Aristotle himself most classical thinkers stressed the virtue of the contemplative life. Later Christian philosophers embroidered on this theme. They also referred to a way of living rather than to experiential satisfaction.

For people to steer truly flourishing lives they have to feel they're personally satisfied and developing, in addition as functioning positively in reference to society (Shah and Marks, 2004). Estimates from the US suggest that but 20 per cent of the population are flourishing and over 25 per cent are languishing, with the rest being somewhere in between (Shah and Marks, 2004). And education should make afford to remove those remaining dissatisfaction from people's life. Because education is the ultimate way to leads person to love happy and healthy life.

In seeking to promote happiness one must obviously be aware of the conditions in which it flourishes. Hence that question has been given much thought over the ages. The abundant writings on the issue fill many bookshelves. The earliest answers tended

to emphasize rules of living, which often involved the renunciation of fame and wealth. Yet there were always voices that advised amelioration of living conditions; not only better support in the personal sphere of life, but also a wiser organization of society at large.

Studies find an indirect effect of education on happiness through income and labour status. Studies implied that people with a higher education level have higher income levels and a higher probability of being employed, and thus, report higher levels of happiness. Second, and after controlling by income, labour status and other socio-economic variables, study find that education has a positive (and direct) impact on happiness (Juncal Cunado, 2011).

All this poses a specific challenge to educators as Nel Noddings has commented, Happiness and education are properly intimately connected (Nel Noddings, 2003). Happiness should be an educational goal and truthful education should make a sustaintial contribution to private and mutual happiness. Sadly, much schooling and non-formal education has become increasingly directed towards economic end. The result has been both a narrowing of educational experiences within schooling, and state-sponsored informal education and lifelong learning, and now, it seems, a sharply decreased ability to feature to people's well-being (Nel Noddings, 2003). If those concerned with the new science of happiness are to be believed, much educational policy is profoundly misguided (Nel Noddings, 2003).

In other words in order to make people satisfied with their life education should take step forward and bring happiness in their lives. This should ensure to lead one's life towards satisfaction. In short life satisfaction directly related to good and skillful education.

The term happiness is additionally used in the context of life satisfaction, subjective well-being, eudaimonia, flourishing and well-being. Everyone have their own unique definition about happiness. There are so many factors with leads people to be happy. The various factors like Health, Financial situation, Family relationship, work, Community and friends, Person values and Personal freedom etc. Apart from this other sociologist, Economists, politicians, psychologist, philosophists gave their own explain about happiness.

According to Aristotle happiness (also being well and doing well) is that the only thing that humans desire for their own sake, unlike riches, honour, health or friendship (Aristotle, 1999).

The ultimate goal of life is happiness, in the sense that duality between Atman and Brahman is transcended and one realizes oneself to be the Self all together Deutsch, Eliot (Advaita Vedant, 1988).

Happiness in its broad sense is that the label for a family of pleasant emotional states, such as like joy, amusement, satisfaction, gratification, euphoria, and triumph (Haidt,



Jonathan, 2009).

In politics the word happiness meant "prosperity, thriving, wellbeing" within the 18th century and not the identical thing because it does today (Fountain & Ben, 2016).

Common market health measures such like Gross Domestic Product (GDP) and Gross national product (GNP) are used as a measure of successful policy. On the average richer nations tend to be happier than poorer nations, but this effect seems to diminish with wealth (Frey, Bruno and Stutzer, 2001). GDP used to estimate the size of an economy and growth rate. GDP can be calculated in three ways, using expenditures, production, or incomes of person. They claim richer nation is happier than poor but with the certain changing factors can affect the happiness and income. GNP is an estimate of total value of all the final products and services turned out in a given period by the means of production owned by a country's residents.

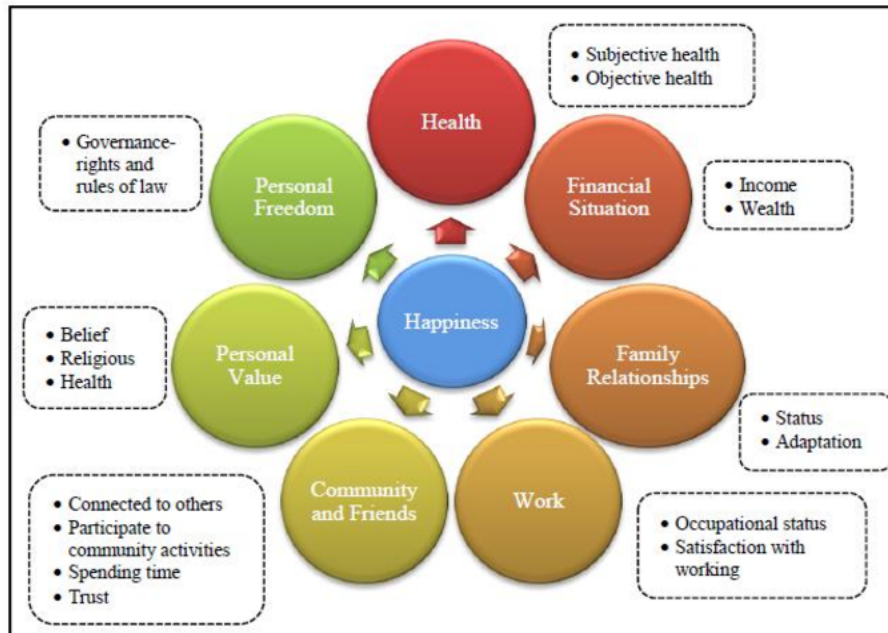
To measure the happiness The Oxford Happiness Questionnaire (HQH) was developed consists of 29 questions by psychologists Michael Argyle and Peter Hills at Oxford University. Oxford Happiness Questionnaire (OHQ) is a widely-used scale (Stucki et al. 1996; Allen and Yen 1979) for assessment of personal happiness. While its psychometric properties are acknowledged to be acceptable (Hills and Argyle, 2002). it presents scores on an ordinal scale and may thus not discriminate precisely between individual happiness levels. The World Happiness Report is an annual publish by the the United Nations Sustainable Development Solutions Network. It contains articles, and rankings of national happiness based on respondent ratings of their own lives, which the report also correlates with various life factors.

## 1.2 Factors affecting Happiness

According to Layard there are various factors that affect individual's Happiness. The first factor is **Health**, Individual's emotional health is far more important to their satisfaction levels than other factors, such as if they achieve academic success when young, or wealth when older. The more the healthy body, the more individual feels Happy. Scientific evidence suggests that being happy may have major benefits for your health.

Factors affecting Happiness (Cooper, R. N., & Layard, R., 2005).





The second factor is **Financial Situation** which also an affect individual's Happiness. Generally, the state of our finances, in particular, has an essential contributor to our happiness. When individual handle money wisely gave it an appropriate amount of significance in our lives—not too little, not too much, it makes us happy and prosperous. The more individual feel financially satisfied the more they feel happy in their life.

The third factor which affects the Happiness is, **Family relationship**. Which for most affect the individual's happiness. The healthy family relationship leads to the happy and positive environment in family and make fell all the members in family Happy. The healthy family relationship leads to the good bonding among family members. Which ultimately makes individual happier.

The forth factor to be affect the Happiness is, **Work**. As much as other factors affect the happiness, happiness at work has traditionally been seen as a potential by-product of positive outcomes at work, rather than a pathway to business success. The more individual's work productivity the more they feel satisfied and contentment in life.

The fifth factor which likely to affect happiness is, **Community and Friends**. If individual is surrounded by good community which lead them do make more friends. Good friends have good positive effect on individual's happiness. They can helps each other in needed time. Untimely positive community and friends make individual happy.

The sixth factor affect the happiness of individual is, **Personal Values**. Parsonal values are refers to the belief, the principle or thought that are important on individual's life. The values like self confidence or self contentment leads to the happy life comparing to

achieving collective goals in life.

The last factor affect the happiness is, **Personal Freedom**. The more the individual feel free to do what they want the more they feel happy. Parsonal freedom is positively related to the individual's happiness. The freedom allow the individual to do new things and by doing new things they feel happy.

### 1.3 Happiness and well-being

Happiness is the state of being happy while well being is the state of being comfortable, happy and healthy. The world happiness and wellbeing goes simultaneously. Happiness can exist without well-being, but well-being cannot exist without happiness. Feelings of wellbeing are fundamental to the overall health of a person. Leads them to successfully overcome from difficulties and achieve what they want in their life. Past experiences, attitudes and outlook can all impact wellbeing.

As well as feeling satisfied and happy, wellbeing means developing as a person, being fulfilled, and making a contribution to the community (Shah and Marks, 2004). In the present time, wellbeing of the individuals will be enriched through how individuals flourish and thrive in life (Diener, 2012; Seligman, 2012 and Scoto, 2014). Similarly, another study was found that wellbeing is not just absence of illness, but health plays essential role to thriving (Becker et al., 2010; New Economics Foundation and Seligman, 2012).

Happiness and subjective well-being are often used as synonyms (Diener, 2005 ).

Aristotle argued that happiness is the meaning and the purpose of life, the whole aim and end of human existence (Aristotle). While Wellbeing means the state of feeling Happy, Healthy and Comfortable. Likewise the definition of happiness contributes to our state of wellbeing. So both the words go parallel to each other.

Cambridge Dictionary defines well-being as the state of being healthy and happy (Cambridge Dictionary). When talking about happiness, Britannica defines it as a state of emotional wellbeing (Britannica). Happiness leads us to physical and emotional aspects which each and every person is trying to blend into one and harmonious mixture (Cambridge Dictionary).

As defined by the Merriam-Webster dictionary well being is the state of being happy, healthy or successful, While the identical dictionary defines happiness as either "the state of being happy or an experience that create you cheerful. While both are nouns each include a different intending to them (Nicole Schneider, 2016).

Thus, Well-being is equally important in person's life as the education. In order to emphasize on wellbeing of employee organizations must improve their environmental surroundings at workplace. It's a need of time to explore and install restorative workplace settings. Sometimes the word Happiness additionally used in context of



satisfaction. Happiness is when person think for his own self like wealth, health, honor etc. Happiness is when you can smile freely without thinking Happiness is when you free from all the bond of life like doubt, desire, want, need eat. Happiness is being away from life's worries and feel lucky, successful and safe. At some level when you feel your every need is full filled it's Happiness. In other words Happiness is when you get fruit of you all hard work. When an individual leave all the Moh-Maya and there is pure transaction between Atma and Brahman.

#### **1.4 Happiness and Work Environment:**

Research in the field of positive psychology and happiness often defines a happy person as someone who experiences frequent positive emotions, such as joy, interest, pride, and infrequent (though not absent) negative emotions, like sadness, anxiety and anger (Lyubomirsky et al., 2005). Now a day, human beings spend their maximum time at their workplaces. Therefore, in the recent world there is a need of time for employees to find the meaning and purpose which will enhance their psychological growth such as happiness, wellbeing, quality of work life, socialization, and mental health at their workplace. Gavin and Manson (2004) also suggested if an organization provides purpose and meaning to employees to work there, this sense of satisfaction will lead to their happiness. Further, literature evidence reveals happiness turns people to be more compassionate, more creative, more energetic and more successful in life (Dhammananda, 2002). It was noted that being happy at workplace is a basic element for satisfaction of life which further contributes to organizational success and employees' satisfaction. The observations depict that happy people are more creative, have less absenteeism, have more positive attitude towards the work, always ready to make number of friends, they can more easily accept or offer social support, they have a high level of efficiency in their work life and achieve high-quality tasks, they are also successful in competitive work environment and they enjoy good physical health and maintain longer lives. In addition, happy person are more creative, they are more eager to help others and engage in other works.

A happy work environment attracts good people and helps to those who work for you are doing the simplest for the corporate (Cheryl Stein). Happy workers can do happy business as well as happy workplace attracts and helps employers hold on to their best employees by keeping them happy, interested and productive, (Herman Miller, 2006).

Happy environment always attract people to work better increase their interest in new findings. Happy environment bring positive situation at work place. Which will be made them work happily. It will lead to the good productivity of person.

Despite a large body of positive psychological research into the connection between happiness and productivity (World Heritage Encyclopedia), During the past two years,

maintaining a grade of happiness at work has become more significant and relevant due to the intensification of work caused by economic uncertainty and increase in competition (Hughes and Bozionelos, 2007).

So, it is important to maintain good positive work environment at work place to bring the best out of individuals. Which help the individual leads towards healthy competition and increase their productivity in work.

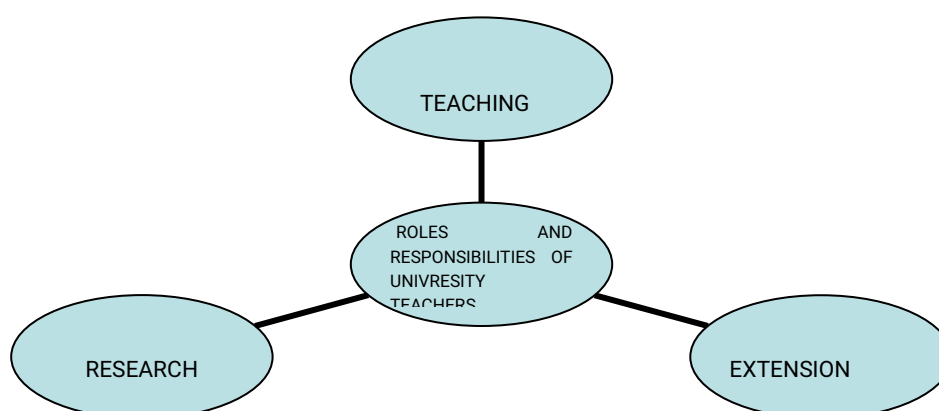
Nowadays, happiness is viewed by a growing number of students and senior executives collectively of the most important sources of positive outcomes within the workplace (Sonja, King and Diener, 2005).

Almost all businesses ignore the working environment within their organization leading to an adverse effect on the performance of their employees (Spector, 1997). According to him, working environment consists of safety to employees, job security, good relations with co-workers, recognition for good performance, motivation for performing well and participation in the decision making process of the firm (Spector, 1997).

Different factors within the working environment like wages, working hours, autonomy given to employees, organizational structure and communication between employees & management may affect job satisfaction (Lane, Esser, Holte, & Anne, 2010).

Likewise Teacher's Happiness plays a major role at their Working environment. In class attitudes and behaviors of teachers are the most critical factors in creating permanent behavioral changes among students, which is the ultimate objective of education. Which will be leads a student to develop intellectually, culturally, psychologically and become a good citizen of society. Ultimately happy work environment leads to the high productivity of teachers.

### 1.5 Work profile of University Teacher at The M S University of Baroda, Vadodara



**TEACHING:**

Teaching is central to the role of all University teachers. It is important that a University teacher have to continuing improve their academic standards rather than merely maintaining them, and have to make an innovative contribution to teaching in the faculty and University. A University teacher should be expected to provide leadership in curriculum development, design of courses, and innovations in the delivery of teaching in the discipline.

**RESEARCH:**

Research is the most vital thing for University teachers to do. They are expected to provide an assistance and guidance to other staff in developing their capacity for teaching and research. Many University teachers will secure substantial grants which cover teams including junior staff while others will carry on research at lower cost and/or at a more individual level. In many disciplines, provision of an environment for bachelors and post-graduate students is dependent upon the ability of the professor to attract external funds. University teachers are expected to foster the research of other groups and individuals within the School, in the discipline and in related disciplines. They should introduce research students and colleagues to useful networks inside and outside the University.

**EXTENSION:**

Extension is a third dimension of higher education (Education Commission, 1964). Extension is bringing about desirable changes in the knowledge, attitudes and skills of the people (Reddy, 1991). And teacher needs to bring these desirable changes in rural areas or those beyond the limits of Educational Institutions to which the formal type of education is normally confined by bridging the gap between the existing knowledge of students and new knowledge available.

The Maharaja Sayajirao University of Baroda has blossomed from the Baroda Collage (1881) which is one of the oldest centers of learning in Western India. MSU is the only state University with a residential. Unitary character having English as sole medium of instruction with more than 1200 well-qualified faculty members and 15000 administrative staff to facilitate the learning of more than 35000 students.

In University there are 5 Categories of Teachers: (1) Professors (129) whose pay scale is around 2 to 2.5 Lakh per month (2) Associate Professor (141) whose pay scale is around 179000 to 194000 per month, (3) Assistant professors (330) whose pay scale is around 28000 to 44000 and (4) Some contractual based teachers: (a) Who had working since long time who got 25000 per month, (b) Who had just joint also got 25000 per month and (c) The last Who had joint without clearing NET those are also got 25000 per month.

## CHAPTER 2

### 2.0 Review of Related Literature

For the study researcher review various literatures and categorizes into three parts given below:

Studies related to work-place Happiness

Studies related to work-place environment

Studies conducted on teachers happiness

### 2.1 Studies related to work place Happiness

Veenhoven, Ruut. (1984) Conducted study on Indicators of Happiness Having established that happiness can be measured in principle, we can now proceed to consider the specific methods of assessing it. We then meet with a great variety of questions and interrogation techniques. During the last decades more than a hundred methods have been proposed; some of them bearing impressive names such as 'Life Satisfaction Index', 'General Satisfaction Score' or 'Happiness Scale'. Many of these labor under rather obvious defects.

Piers Steel, Joseph et al (2008) found that Subjective well-being (SWB) / happiness was a fundamental human concern and its area spans from management to mental health. The authors evaluated personality and SWB (e.g., life satisfaction). Results of multivariate analysis showed that different personality and SWB scales could be substantively unrelated and the relationship was normally much larger than what previous meta-analyses had indicated. Total variance in SWB could vary from 39% to 63% which was accounted for by personality traits.

Janardhanan, Anju and Sona (2011) conducted study on job satisfaction of employees. Moreover, job satisfaction has its impact on the general life of the employees also, because a satisfied employee is a contented and happy human being. A highly satisfied worker has better physical and mental well-being. The study tried to evaluate how human resource factors affect the satisfaction level of employees in BPCL Kochi Refinery Limited. It assesses how far welfare and financial factors motivate the employees in the company. The study also attempts to analyze the opinion of employees towards the working life in the company.

Toulabi, Raoufi, Allahpourashraf (2011-2012) this study aims at investigating the relationship between teachers happiness and the components of working life quality. The population included all the male and female teachers of Ilam high schools in the 2011-12 academic years. The data was collected by using Oxford happiness inventory and working life quality questionnaire. To





analyze the data, descriptive and referential statistics and SPSS software were used. By comparing the mean, it was apparent that working life quality of teachers is lower than the medium level. It was also found that happiness has significant relationship with all the components of working life quality except for promotion opportunity.

Suojanen Ilona (2012) in her thesis 'Work for Your Happiness; Theoretical and Empirical Study Defining and Measuring Happiness at Work', tried to find out whether there was any connection between happiness and work. To do so she examined the effects of the profession, age, sex, education, income and kind of values people had towards work on happiness. The study results indicated that sex was not related to happiness, level of happiness decreased with the age, the educated people were happier than the uneducated and the employed were happier than the unemployed. People working in white collar jobs were more likely happier than those working in factories or outdoors. Money was a factor of happiness until a certain level of happiness was reached. Work was significant to people and the importance of work increased happiness. Work was also greatly valued, but the people who valued work much were not happier than those who did not appreciate work that much. Safety of work was an important factor of workplace happiness. The importance of work matter more than income for happiness. The quality of work and feeling of independence was highly related to happiness.

Hazarika (2015) conducted study on Happiness is a state of well-being. In the paper the construct of happiness includes the five elements of Seligmans Well-being model viz. positive emotions, engagement, meaning, positive relationship and accomplishment. The researcher try to attempt to focus on the happiness and job satisfaction level of the Secondary school teachers of Dibrugarh district as well as comparison of the happiness and job satisfaction level among the different categories of the Secondary school teachers of Dibrugarh district. It has been increasingly realized that the quality of the work of the workers, the climate of an organization highly depends on the happy mood of the workers. The study showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high jobs atisfaction is happier.

Medgyesi and Zolyomi (2016) conducted the study on job satisfaction and satisfaction in financial situation and their impact on life satisfaction. In this Research the aim is to explore the distribution and determinants of job satisfaction and satisfaction in the financial situation based on the EU-SIL Cad hoc module carried out in 2013. The literature describes measures of job satisfaction and financial satisfaction as measures of domains at is faction, as they express at is faction in important domains of life. Satisfaction in each of these domains is assumed to be influenced by specific behavior and circumstances, and satisfaction in all these domains determines over all life satisfaction. The Research described the distribution of job satisfaction and financial satisfaction and studies the determinants of these using multivariate statistical



models. In the case of job satisfaction the analysis shows the role of job characteristics and demographic attributes in shaping job satisfaction. Most importantly, higher wages are associated with higher job satisfaction. Employees working full-time are more satisfied than those in short part-time employment (less than 20 hours). Those with a permanent job seem to be more satisfied than temporary workers, although there are countries where this pattern does not apply. Results have also shown that job satisfaction and financial satisfaction are important in shaping overall satisfaction with life. Among the measures of domain satisfaction included in the EU-SILC data set, financial satisfaction was the most strongly correlated with life satisfaction.

Ihtiyaroğlu (2018) conducted the study on analyzing the relationship between happiness, teacher's level of satisfaction with life and classroom management profile. The purpose of this study is to determine the predictive role of happiness and a teachers' level of satisfaction with life, on their classroom management profiles. The Oxford Happiness Questionnaire Short Form, the Satisfaction with Life Scale, and the Classroom Management Profile Inventory have been administered to 384 teachers employed in state-run secondary education institutes in the districts of Ankaracity. According to t-test results, there was a significant difference between the satisfaction with life and authoritarian classroom management profile, with respect to gender. One-way variance analysis (ANOVA) results exhibited that with respect to seniority no difference was detectable between happiness and a teachers level of satisfaction with life and their classroom management profiles. Findings from a correlation analysis put forth a positive relationship between happiness and a satisfaction with life, and an appreciative classroom management profile, whereas a negative relationship was detected in relation to an indifferent classroom management profile. Findings from multiple regression analysis indicated that happiness and satisfaction with life are significant predictors of appreciative and indifferent classroom management profiles.

Abadi, Choiriyah and Karuniawan (2018) conducted study on factors affecting of life happiness. The purpose of this study to describe the happiness levels of society and the factors that influence happiness. Through 423 respondents as a sample, this explanative quantitative research was conducted in Sidoarjo Regency. The analysis technique use multiple linear regression. The results show that the happiness level of Sidoarjo people in 2017 is 78.58. It is categorized happy. Factors affecting of the life happiness are health, safety, family harmony, use of leisure time, owned house and its assets, and affection. Contribution of influence of these six factors are 59,8%. The government must evaluate, formulate, and improve policies continuously related to improve of life happiness.

Benevene, Ittan and Cortini (2018) conducted study on self-esteem and happiness as predictors of school teachers health: The mediating role of job satisfaction. Aim of the study is to



investigate the mediating role played by job satisfaction between teachers' happiness and self-esteem and their physical and mental health. Methods: A questionnaire was administered, containing questions about participants' background information and the following scales: the Job Satisfaction Survey, the Rosenberg Self-Esteem Scale, the Physical and Mental Health Scales (SF12), and the Ivens Scale in the Adapted Version for Teachers: School Children's Happiness Inventory (SCHI). The participants were 300 primary and middle school teachers from the Indian State of Kerala. Results: Job satisfaction fully mediates between both happiness and self-esteem, and health in teachers. The study concludes that work is a relevant domain to promote teachers' happiness and self-esteem, and their health, through job satisfaction.

Bellet, DeNeve and Ward (2019) conducted the study on how employee happiness has an impact on productivity. Researcher used quasi-experimental evidence on the relationship between employee happiness and productivity in the field. The sample was the universe of call center sales workers at British Telecom (BT), one of the United Kingdom's largest private employers. Measuring their happiness over a 6-month period using a novel weekly survey instrument, and link these reports with highly detailed administrative data on workplace behaviors and various measures of employee performance. No effects are found in researchers' setting of happiness on various measures of high-frequency labor supply such as attendance and break-taking.

Bhatia, Ajay & Mohsin, Farhat. (2020) Conducted study on Comprehensive Literature Review on Workplace Happiness linked to Employee Outcomes

Happiness is essentially a state of being happy. It means different things to different people. As a concept of subjective well-being of people, it continues to be one of the least understood phenomena in the organizational context. There have been numerous ill-informed or negative beliefs about happiness, both at individual and organizational level, due to which happiness has generally been getting devalued. This can be evidenced from many past research studies that focused primarily on extrinsic factors and job satisfaction to study the workplace. Attempt of this research paper is to do a comprehensive literature review for enhancing the understanding of the concept of workplace happiness and employee outcomes in the appropriate perspective, identifying the factors of workplace happiness, exploring the dimensions of employee outcomes linked to workplace happiness, and help in establishing that workplace happiness is not just a means to an end, but also an end in itself, which corporations need to realize sooner or later in order to manage talent effectively, especially relevant in this current VUCA environment.

## 2.2 Studies related to work-place environment

Ossbeg, Seeing and Friis (2004) Conducted study to find out the working environment in mental health wards has been shown to have profound effects on the health and work stability of mental health workers. The aim of the study was to evaluate the psychometric properties of the Working Environment Scale-10(WES-10). During the period 1990 through 2000, a total of 640 staff members on 42 wards for psychotic patients completed the WES-10. To establish the number of sub scales, a factor analysis was carried out. The internal consistency of the sub scales was calculated as Cronbachs alpha. Data collected concerning satisfaction with the ward, its patients and staff, and for how long the respondents had worked and expected to continue to work at the ward. Researcher identified four sub scales named: Self Realization, Work load, Conflict and Nervousness. The psychometric properties of the subscales proved to be acceptable. The WES 10 appears to measure four clinically meaningful subscales. It seems well suited for use in further research and for evaluation of clinical milieus.

Raziq and Maulabakhsh (2014) studied the Impact of working environment on job satisfaction. The objective of this paper is to analyse the impact of working environment on employee job satisfaction. The study employed a quantitative methodology. Data was collected through a self-administered survey questionnaire. The questionnaire is adopted from a previous validated survey. The target population consists of educational institutes, banking sector and telecommunication industry operating in the city of Quetta, Pakistan. Sample were randomly selected from bank, telecommunication sector and university out of which 70 respondent. data analys is were done by correlation analysis. The study concludes with some brief prospects that the businesses need to realize the importance of good working environment for maximizing the level of job satisfaction. This paper may benefit society by encouraging people to contribute more to their jobs and may help them in their personal growth and development.

Kaur (2014) studied that the work environment can implicate the social relation at work place and also maintain the relationship between colleague, supervisor and the organisation. It describes the neighboring circumstances in which employees are working together. A satisfied, happy and hard working employee is biggest asset of any organisation. Effective results & productivity for any organization is depend on the level of satisfaction of employees and work environment is one of the most important factor which influence the satisfaction & motivation level of employees. This research paper makes effort to study the work environment & work culture in the Dominos pizza. This study is conducted in Jaipur city only.

Lopez, Extremera, Quitana-ortsandRey (2019) The present study focuses on the interplay of emotion-regulation ability and perceived work place social support as predictors of job

satisfaction and happiness in a Spanish multi-occupational sample. A total of 494 working adults (39.4% females) took part in this study. Emotion-regulation ability and perceived support from colleagues and supervisors were positively associated.

Museoor, Mojahida (2019) conducted the study on work and wellbeing. Employee well being and employee engagement programs are being promoted at workplace. As per Gallup (2017), businesses that orient performance management systems around basic human needs for psychological engagement get the most out of their employees. Researcher will focus on "how work affects wellbeing; and its impact on organizational productivity and policies". Author conducted a survey "work and well-being" for employees in India and has also utilized available research to corroborate the results. Various happiness surveys with big data sets like Gallupolls and world happiness index are available for research in this field. Linear regression and IBM-SPSS analysis method was used in study.

### **2.3 Studies on teachers' happiness**

Ian C. Barrett (1980) examined the interrelationships among happiness, life satisfaction, and job satisfaction, and the selected demographic, personal and work related variables. Survey data were collected from 1,993 elementary, high schools, and community college teachers in the Southern Ontario area. The findings indicated that educational achievement and income was not significantly related to happiness, age was found to be unrelated and sex was found positively related with job satisfaction. Personal variables (satisfaction with home, marital status and health etc.) and work-related variables (job tenure, income, job title, and type of school etc.) were revealed to contribute frequently and considerably to happiness.

Sharma, R.D. & Jeevan (2009) conducted study on job satisfaction of university teachers. The study takes into account intrinsic and extrinsic factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of employment on the job satisfaction of academicians. This paper aims at identifying the facets affecting the job satisfaction of a teacher the most in order of importance and accordingly suggests strategic action for creating and maintaining their job satisfaction.

Herbella and Bustosc haves (2014) conducted the study on job satisfaction, calling, life satisfaction and happiness among university faculty staff and administrators. The purpose of the study was to explore the following variables: Job satisfaction, calling, life satisfaction, and happiness among Capital University faculty and staff. The study included 27 female and 9 male out of 38 employees at a small university in the Midwest. In study the hypothesis is that there would be relationships among the variables but the results found that career satisfaction is only

correlated with happiness and life satisfaction. The second hypothesis, that the reare sex differences for the variables was not supported. This work is important because human capital changes across an employees work career and satisfied employees will be more productive.

Tri Kuncoro, Ahmad Dardiri (2017) Conducted study on Teacher performance and work environmen in the instructional process in vocational school. The factors that influence performance, according to the partner-lawyer model proposed, are expectations about rewards, encouragements, abilities, needs and traits, perceptions of tasks, internal and external rewards, perceptions of reward levels and job satisfaction. This study used a survey method to collect data or information about a large population using relatively small samples. The population of this research was vocational high school teachers. Data analysis techniques used the Regression Analysis with the assistance of SPSS. The results of teacher performance are as follows: 1) the pedagogic performance was relatively good; 2) professional performance was relatively good, and the overall performance of vocational high school teachers was still less effective and efficient; 3) the teachers' work environment was 42.5234%; and 4) there was no correlation between work environment and teacher performance, meaning that the work environment (conditions of physical work environment, psychological work environment, and non-physical work environment) does not positively support the pedagogical and professional performance of teachers.

Ekşi, Kermen, Dinçer & Musa (2020) This study aims to examine whether stress and the dimensions of spirituality (i.e., anomie, transcendence, and harmony) affect teachers' well-being. A total of 378 teachers working in various cities in Turkey have participated in the research. The PERMA, Spiritual Well-Being, and Perceived Stress Scales were used to collect the data. The structural equation model and correlational was used to analyse the data. According to the results, stress is a meaningful predictor of anomie; anomie is a meaningful predictor of transcendence, harmony with nature, and happiness; and transcendence is a meaningful predictor of happiness. Stress and harmony with nature are not meaningful at predicting happiness. The obtained data were considered to provide psychological counselors with information on how to use spirituality in the counseling environment and information on the relationships between stress and well-being.

Ajay Bhatia<sup>1</sup>, Dr. Farhat Mohsin<sup>2</sup> (2020) Conducted study on DETERMINANTS OF COLLEGE TEACHERS' HAPPINESS- A COMPREHENSIVE REVIEW. Past studies on happiness have delved primarily on either happiness of school teachers or have studied teacher's happiness with relation to student outcomes. However, very few studies seem to have been done to understand the concept of happiness of college or University teachers, in its entirety. Among all other category of employees or teachers, University or College teachers have a direct and cascading

effect on not only their own pursuits of self-actualisation and overall life satisfaction, but also has a ripple and cascading effect on student outcomes, their all-round development, employability, cumulative impact of university on society, country's research and development initiatives, and overall upliftment of the society. In order to enable the potential benefits of ensuring workplace happiness for University teachers and provide a food for thought to future researchers, educators, administrators and policy makers in this critical area, an exploratory study was conducted to bring forth clarity on the inter-related topics of happiness, satisfaction, engagement and overall life satisfaction of University teachers, analyse the past studies held globally on these concepts, and identify clear set of determinants and framework to measure workplace happiness of University teachers in future. Literature review has revealed a comprehensive framework for measuring job satisfaction of University Teachers, which can serve as a benchmark for future researchers and educators. Although happiness studies on University teachers have been quite few due to the relative recency of the phenomenon, however, in order to diagnose the state of University teachers comprehensively, and bring about substantive improvement in their well-being and overall standards of education in colleges and/or universities, it is critical to focus on workplace happiness rather than just their job satisfaction or engagement individually.

EBBY CHEREDI SOGONI Conducted study on INFLUENCE OF WORK ENVIRONMENT ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS: A CASE STUDY OF BUNGOMA SOUTH SUB COUNTY, KENYA. This study was conducted with the aim of finding out the influence of work environment on teacher performance in Public Secondary schools in Bungoma South Sub-County. It dealt with analysing the reward programmes, facilities, leadership style and information flow within the schools that influence teacher performance. The target group was the post primary school teachers in Bungoma South Sub County, specifically the public secondary school teachers. The sample size was drawn from teachers in 10 public secondary schools. The study used stratified, purposive and simple random sampling techniques. The data collection methods employed were both secondary and primary, previous research and literature was employed to get the second hand data while questionnaires were used to get the primary data. A pilot study was conducted in the neighbouring Bungoma East Sub-County. Random sampling was employed to get the data for the study. The schools were stratified according to the school categories (Extra County, County, and Sub-county). Then 10 principals, 10 deputy principals, 87 teachers were selected purposively from the categorised schools. The total number of respondents that took part in the research were 107 out of 749 target population. A check of the instruments' reliability and validity was done after the pilot study. Quantitative data was analysed by use of descriptive statistics and results presented through APA tables. The study revealed that both intrinsic and extrinsic reward programme positively influenced teacher performance. It was also deduced that consultative and participative leadership styles enhanced teacher

performance. The study also found out that physical facilities coupled with ICT integration positively influenced teacher performance in the study schools and lastly vertical information flow negatively influenced teacher performance as compared to horizontal and free flow of information. The study recommends that schools should adopt both intrinsic and extrinsic reward programme so that teachers are motivated enhancing their improved performance and overall student performance. The top administration should adopt both consultative and participative leadership styles as this enhance the participation of all school stakeholders in the decision making process in the study schools and hence easier implementation of schools goals and objectives. The management should strive to better their infrastructure so as to embrace new technology in school management as this will boost teacher performance as well as students' academic performance. The schools should adopt horizontal and free flow of information as this allows for feedback both up down and down up communication chains.

## **2.3 IMPLICATION OF REVIEWED STUDIES FOR THE PROPOSED STUDY**

In proposed study the researcher has classified the reviews of the studies into three categories. First is Review Related of Literature on work place Happiness, Second is Studies related to work place environment and third is studies on teachers.

The Work place Happiness has vast effect on teachers Happiness as well as their productivity at work, Knowledge grasping capacity of students and learning ability of students. Piers Steel, Joseph et al (2008) found that Subjective well-being (SWB) / happiness was a fundamental human concern and its area spans from management to mental health. Ihtiyaroğlu (2018) conducted the study on analyzing the relationship between happiness, teacher's level of satisfaction with life and class room management profile. The purpose of this study is to determine the predictive role of happiness and a teachers' level of satisfaction with life, on their classroom management profiles. Findings indicated that happiness and satisfaction with life are significant predictors of appreciative and indifferent classroom management profiles. Toulabi, Raoufi, Allahpourashraf (2011-2012) study aims at investigating the relationship between teachers happiness and the components of working life quality. In study it was found that happiness has significant relationship with all the components of working life quality except for promotion opportunity. Benevene, Ittan and Cortini (2018) conducted study on self-esteem and happiness as predictors of school teachers health: The mediating role of job satisfaction. Aim of the study is to investigate the mediating role played by job satisfaction between teachers' happiness and self-esteem and their physical and mental health. The study Conclude the Work is a relevant domain to promote teachers' happiness and self-esteem, and their health, through job satisfaction.



The work-place Environment is also very important for any employees to work. Ossbeg, Seeing and Friis (2004) Conducted study to find out the working environment in mental health wards has been shown to have profound effects on the health and work stability of mental health workers. The aim of the study was to. The psychometric properties of the subscales proved to be acceptable. The WES 10 appears to measure four clinically meaningful subscales. It seems well suited for use in further research and for evaluation of clinical milieus. Raziq and Maulabakhsh (2014) studied the Impact of working environment on job satisfaction The objective of this paper is to analyse the impact of working environment on employee job satisfaction. The study employed a quantitative methodology. The study concludes with some brief prospects that the businesses need to realize the importance of good working environment for maximizing the level of job satisfaction. This paper may benefit society by encouraging people to contribute more to their jobs and may help them in their personal growth and development.

The studies conducted by Herbella and Bustos chaves (2014) indicated the variables like Job-satisfaction, Calling and Life-satisfaction affect the University teachers and staff. This work is important because human capital changes a cross an employees work career and satisfied employees will be more productive. Another important study conducted by Sharma, Jyoti and Jeevan (2009) indicate Job-satisfaction of University teachers. This paper aims at identifying the facets affecting the job-satisfaction of a teacher the most in order of importance and accordingly suggests strategic action for creating and maintaining their job-satisfaction.

The researcher found many studies such as conducted in the area of Happiness in relation with Job-satisfaction and in some other factors like Well-being, work place environment and Emotional intelligence in relation with Happiness at the level of Primary or Secondary school or company based with respect to the importance of Happiness for Job-satisfaction. Almost of the above-mentioned studies are based on General, School teachers or company employees. So, reviewing above all studies researcher come across very few study related to the effect of Happiness on Work place environment of university teachers. So, Researcher proposed study the effect of Happiness on the University teachers.

### **2.3 Research Gap**

After reviewing above literatures researcher found:

Most of the studies have done so far in the area of effect of Happiness on Job satisfaction and well-being.

Where in there is few studies have done on University teachers.

So, Researcher proposed study the effect of Happiness on the University teachers.



## 2.4 Rationale of the Study

Happiness is vital thing in anyone's life. Happy people create a happy environment around them. It helps us to achieve our goals and being happy in life. Happy people are always in position state of mind. They always ready to make friends and help others. Happy people always influence others to be happy too. Happiness is good for person's health and they are less likely to get sick, and they live longer in life. Happy people cope better with stress and trauma and they are more creative. Happy people have a positive influence on others and encourage them to seek happiness as well, which can act as strengtheners.

Sometimes we neglect our own happiness but feeling happy is very important. If we are happy, it has many positive effects and benefits on our life. These make person more active and feeling healthier both physically and emotionally. Person become more creative, energetic and fun to be around and it can also lead them to become more financially successful.

Because happiness is increasingly considered a vital and useful thanks to guide public policy and measure its effectiveness. More and more, local and national governments are using the information on happiness to shape policies that enhance the lives of their citizens (RENEE CHO, 2015).

So, in order to increase quality of person's life, government have started considering the information regarding happiness like Income, Health, Life satisfaction, Life work balance etc. Which help them reform the policies according to the needs of people.

One well-recognized approach to measuring the success of a nation is to add up its Gross Domestic Product (GDP); in other words, to count the total monetary value of a nations goods and services. Measuring GDP is likely to remain a vital marker for economists, but it cannot capture everything that is important to people (Peter Kinderman, 2015).

This is because some of the factors that determine our quality of life cannot be measured in terms of monetary value (Peter Kinderman, 2015). For instance, our health, our family and relationships, the quality and nature of our work, the environment and education are all-important contributors to our sense of satisfaction with our lives (peter Kinderman, 2015). If we are to measure what really matters to people, then we need to measure these factors, too (Peter Kinderman, 2015).

In other words If individual is well educated, he/she will have good health too. An educate person very fond of making good relationship with people in their surroundings. Which ultimately lead to the good, happy and positive environment. Educated individual cooperate effectively in family matters also. Happy individual can able to create happy work environment at work place which increases achievement level of goals. In general education directly affects the above mentioned parameters. So the main aim of the government should be to make individual educated. In these teachers plays vital role. And in order to get well educated individual government should make sure about the work environment provide to the teacher at work place. If teachers provided with



happy work environment at work place it's will increase the quantity of education directly.

Happy Teachers leads to the happy environment in classroom. Which make students to learn fast and easy. Which help to draws the attention of students towards learning. This can bind the attention of students towards learning for relatively long time period. By this students can achieve their desire goal in life. Teacher can also achieve their goal to bring changes in students behavior. Thus, the happy Teachers can mainly affect the two things, one on students behavior and achievement and second on the productivity of their own.

Over the years universities have come to play an important role in imparting in-service education to teachers and other educational personnel and in fulfilling their professional and personal education needs. Variety of courses of studies in education e. g. B. Ed., M. Ed., M. Phil, and Ph. D. in Education and in other subject disciplines e. g. B. A., B. Sc., M. A., M. Com., M. Sc., Ph. d., P. G. Diploma etc. Made available by the university system enable the serving teachers to enhance their knowledge about their profession and of the subjects of their interest and thus improve their competency in teaching. Since education is accepted as a discipline, governments take more interest in professional aspect of education. These professional aspect of education expand only depends on adequate training of top level educational administrator, experts in curriculum development, evaluation, method of teaching etc., and doing all these work University Teaching department of education play a significant role. It is the universities, which provides guidance and leadership to teacher's training institutes. The teaching role of faculty members reflects their centrality in addressing the primary educational mission among colleges and universities. As faculty members teach, they disseminate and impart basic or applied knowledge to students and assist students with the learning process and applying the knowledge. Thus, the Universities are centers of human development so they respond promptly and effectively to the demand of preparing quality teachers. Under the guidance of NCERT, University teachers have to follow given task in order to play an effective role:

## CHAPTER 3

### 3.0 INTRODUCTION

The central aspect of any research embodied in its methodology, which shares the idea about how the study was conducted step by step. It refers to the plan and fcj researcher for conducting the present study. This chapter is methodology oriented where the researcher has concentrated on the plan and procedure adopted in order to obtain answers of the research questions and to attain the objectives of the present study. This chapter includes Objectives of the study, Explanation of the Terms, Operationalization of the Terms, Delimitations of Study, Population of the study, Sample of the study, Design of the study, Phases under the Plan and procedure, Tools for data Collection, Procedure of Data Collection and Data Analysis. The comprehensive detail of the methodology with reference to above aspects has been described as under.

### 3.1 STATMENT OF THE PROBLEM

Effect of Work Place Environment on Happiness of Teaches Teaching in The Maharaja Sayajirao University Baroda, Vadodara.

### 3.2 OBJECTIVE OF THE STUDY

1. To study the work environment of teachers teaching in The Maharaja Sayajirao University Baroda, Vadodara.
2. To study the Happiness of teachers teaching in The Maharaja Sayajirao University Baroda, Vadodara.
3. To study the effect of work environment and Happiness of teachers teaching in The Maharaja Sayajirao University Baroda, Vadodara.
4. To study the correlation between work-place Environment and Happiness of teachers teaching in The Maharaja Sayajirao University Baroda, Vadodara.

### 3.3. OPERATIONAL DEFINATION OF THE TERM

Work Environment: Work environment is very broad category that encompasses the Physical setting (heat, equipment, etc.), Characteristics of the job itself (workload, task, complexity), Broader organizational features (culture, history) and even aspects of the extra



organizational setting (local labour market conditions, industry sector, work-home relationships). It means that work environment is the sum of the interrelationship that exist among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organizational environment (Briner, 2000).

Happiness: Over all Happiness is the degree to which an individual judges the overall quality of his/her own life as a whole favorably. In other words: How much one likes life one leads (Veenhoven, 1984).

### **3.4 EXPLANATION OF TERM**

Work Environment: Work Environment for the present study is measuring using Work Environment Scale (Moos and Insel, 2005). The Work Environment describe Work place environment, contrast employees and managers views of their work groups and compare actual and preferred work environments by analysing the Work Environment Scale.

Happiness: Happiness for the present study is measuring using The Oxford Happiness Index. The Happiness is scores obtain by the teachers on the basis of standardized tool.

### **3.5 DELIMITATION OF THE STUDY**

(1) The present study was delimited to teachers teaching in The Maharaja Sayajirao University of Baroda, Vadodara in the year of 2021.

(2) The present study was delimited to Assistant Teacher, Associate Teachers, Professors, Temporary Assistant Program Teachers, Temporary Assistant Teachers of the Faculty of Science, Faculty of commerce, Faculty of Fine Arts and Faculty of Law.

### **3.6. POPULATION**

Population for the study is all the 14 faculties teacher (1200) teaching in The Maharaja Sayajirao University of Baroda, Vadodara in the year 2021.

### **3.7 SAMPLE**

Those 14 Faculties further divided in four groups on the basis of Principle: Science, Arts, Commerce and Social science. Other this four facilities randomly selected by lottery

method. Sample of the present study was Assistant Teacher, Associate Teachers, Professors, Temporary Assistant Program Teachers, Temporary Assistant Teachers of the Faculty of Science, Faculty of commerce, Faculty of Fine Arts and Faculty of Law.

### **3.7 RESEARCH DESIGN**

Once the problem and objectives of the study were decided; the next important and consequential matter in research to be determined was selecting an appropriate research design for the study. The present study was a Correlational survey research which was conducted to know the correlation between Work Place Environment and Happiness of Teachers Teaching in University.

### **3.8 PLAN AND PROCEDURE OF THE STUDY**

The study was planned in a phase manner as presented below.

As mentioned in the Figure the research study was planned in a phase manner with the initiation of the conceptual framework. The brainstorming exercise in the beginning about identifying the topic of research have been done. Once the topic was decided, a conceptual framework was built in order to understand the concept of happiness and work place environment with regards of teachers teaching in University. In the second phase, the related literature was reviewed and analyzed in order to gain a better understanding of the study and to learn about the research gaps in connection with the present research. Further in the next phase deliberation on the appropriate research design was carried out. Followed by it under Phase 4 and 5, one tool were developed by the researcher and one standard tool were taken. The next big task was of the data collection which was carried out in Phase 6. The investigator collected the data online with the help of tools and techniques developed under the Phase 4. Once the data were collected, the major job of Data Analysis was carried out in Phase 7. In the last phase, that is Phase 8, results or findings were derived on the basis of the interpretations made through analyzed data and the conclusions were arrived at.

### **3.9 VARIABLES**

Variables for the study was:

Teachers Position

Teachers Work Experiences

Teachers Age

### **3.10 TOOLS AND TECHNIQUES**

For the study two tools was used.

(1) Oxford Happiness Questionnaire (OHQ) was developed by psychologists Michael Argyle and Peter Hills at Oxford University. The questionnaire requires participants to use absolute ratings to characterize themselves as happy or unhappy individuals, as well as it asks to what extent they identify themselves with descriptions of happy and unhappy individuals.

(2) Work Environment Scale (WES) was developed by Rudolf H. Moos and Paul M. Insel. It measures the social environment of all types of work setting. It comprises ten subscale or dimensions, which are divided into three sets: the Relationship Dimensions, the Personal Growth or Goal Orientation dimension, and the System Maintenance and System Change dimensions. It used to describe workplace social environments, contrast employees and managers views of their work groups and compare actual and preferred work environments.

### **3.11 DATA COLLECTION**

For data collection researcher already talked to all four deans of randomly selected faculties and explain them about the purpose of study. They gave permission and send both the tools to their whatsapp group of teachers for data collection.

### **3.12 DATA ANALYSIS**

Data analysis has been done by Karl Pearson Correlation.

### 4.0 INTRODUCTION

Change is a prevalent force. As a matter of fact, no one can prevent change, we can only learn to deal with it and use it to make a lasting impact. The five key discipline areas of interest are systems thinking, achieving personal mastery, shifting mental models, building a shared vision, and team learning. These five discipline convergences create a new wave of experimentation and advancement in learning organizations where people continually expand their horizons to create and reach their desired results (Senge, 1997). There is a need to challenge all the variables that effect the Happiness of Teachers at Work place. This quantitative, correlation research study used data collected from the sample population to determine the extent of relationship between happiness of Teachers of University and Work Place Environment that can. The objective of this quantitative, correlational study was to examine the relationship between Happiness of University Teachers and Work Place Environment. The data for happiness and Work Place Environment were generated through the Oxford Happiness Inventory and the Work Environment Scale, respectively.

This chapter begins with the descriptive statistics of the data

#### 4.1 Descriptive Statistics of Study Variables

The descriptive statistics of the study variables of Happiness and Work Place Environment are presented in this section. The descriptive statistics included the statistics of mean and standard deviation, and are summarized in Table 1. Happiness and Work Place Environment are continuous variables. Happiness in the workplace of University Teachers produced and/or showed a mean score of 4.39 with a minimum and maximum from the 20 respondents of 2.48 and 5.5 respectively. The mean value in the 4 to 5 score range indicated that the University Teachers were rather happy and pretty happy. There were no outliers in the data set of happiness since the data sets were within the 1 to 6 range of possible scores.

Work Environment of University Teachers produced and/or showed a mean score of 3.72 with a minimum and maximum from the 20 respondents of 1.33 and 5, respectively. The mean value was near the 4 score for 'agree' which indicated that University Teachers were positively engaged in their workplace. There were no outliers in the data set of employee engagement since the data sets were within the 1 to 5 range of possible scores.

Table 1

Descriptive Statistics of Study Variables

	n	Maximum	Minimum	Mean	Std. Deviation
Happiness	20	2.48	5.55	4.39	0.61
Work Place Environment	20	1.33	5	3.72	0.67

#### 4.2 Test for Normality

The test of normality was conducted on the study variables of Happiness and Work Place Environment.. First, the skewness, and kurtosis statistics of the data for each study variables were obtained. The skewness and kurtosis statistics of each study variable are summarized in Table 2. To determine whether the data follows normal distribution, skewness statistics greater than three indicate strong non-normality while kurtosis statistic between 10 and 20 also indicate non-normality (Kline, 2005). Looking at Table 2, the skewness statistic values of the study variables enumerated ranged between -0.93 and -0.75, while the kurtosis values ranged between -0.65 and 1.60. The skewness and kurtosis statistics of all study variables fell within the criteria enumerated by Kline (2005), indicating all the data of the study variables were normally distributed. The Pearson correlation test was conducted since the data of the study variables exhibited normal distribution.

Table 2

Skewness and Kurtosis Statistics of Study Variables

	n	Skewness		Kurtosis	
		Statistics	Std. error	Statistics	Std. error
Happiness	20	-0.75	0.27	0.65	0.53
Work Place Environment	20	-0.93	0.27	1.60	0.53

#### 4.3 Pearson's Correlation Test Result

Pearson's correlation test was conducted to determine the relationship between the Happiness and Work Place Environment that leads to organizational success. A level of significance of 0.05



was used in the correlation test. The Pearson's correlation test also investigated the degree of the correlation (positive or negative) and the strength of the relationship (weak, moderate, or strong). The results of the Pearson's correlation test are presented in Table 3. The results of the test showed Relation between Happiness and Work Place Environment of University Teachers was significantly positively correlated to ( $p = 0.01$ ,  $r = 0.36$ ). This was because the p-value was less than the level of significance of 0.05. The positive correlation suggested that the positive Work Place Environment in the workplace would increase if Happiness in the workplace also increased.

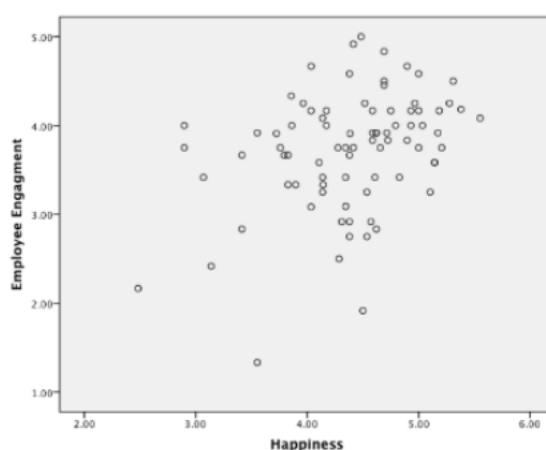
Table 3

Correlation Results: Relationship between Happiness and Work Place Environment

		Work Place Environment
Happiness	Pearson Correlation	0.36
	Sig. 2 (tailed)	0.001
	n	82

A scatterplot, Figure 4, was created to show the relationship and linearity between happiness and Work Place Environment. Figure 4 shows an association between Happiness and Work Place Environment of University Teachers, and an increasing straight-line pattern indicating that there is a positive correlation between Happiness and Positive Work Place Environment.

Figure 4. Scatterplot for the relationship between happiness and employee engagement.



#### 4.4 Summary

Chapter 4 presented the results of the study to determine the relationship between the Happiness at the Work place Environment that leads to organizational success. The results of the descriptive statistics showed that the 20 University Teachers were 'rather' happy and 'pretty' happy in their workplace and were positively engaged. The Pearson correlation test results showed a positive correlation between Happiness and Work Place Environment.

The structures in today's profitable and robust organizations are predominantly horizontal, as opposed to vertical, and organic, not mechanistic. These characteristics make them adaptable to change, and to foster creativity and innovation (Senge et al., 1994). Through the learning process we recreate and rediscover ourselves-become able to do something we were never able to do. Effective learning can take place when inherent learning disabilities are overcome. Senge (1997) contends that we must look beyond individual mistakes in order to understand important problems. In other words, we must look beyond personalities and events.



### 5.0 Introduction and Brief Summary of Key Findings

This study conducted to determine whether Happiness and Work Place Environment has relationship or not. Data collected from the quantitative, correlational study seems to be in line with hypothesis 1b, indicating employee happiness is linked with Work Place Environment. The collected data shows a positive correlation between happiness and Work Place Environment This is a significant finding as it can be used by organizations to fast track their development by ensuring that employees are happy. To achieve this passion, various factors have to be in place. The positive correlation between happiness and Work Place Environment shows that happy employees are more likely to be engaged, a state that would improve productivity and hence ensure the organization would continue to develop.

Albrecht (2010) argues that although happiness has been recognized as an important factor in the life of a person, few have considered workplace happiness as a factor in employee engagement. This assertion validates the significance of this study as it shows that employee happiness in the workplace has been neglected for a long time in favor of happiness outside the workplace. The results of the study indicate happiness within the workplace is also paramount in ensuring an employee is productive. Productivity is a major issue in organization development; consequently there is a need to ensure that employees are efficient in their work schedules. Passion for work is perceived as an incentive to working hard, meaning that employees will take extra caution at the workplace to produce meaningful work (Albrecht, 2010).

### 5.1 New Contributions to Literature

This study contributes significantly to the literature available on the link between happiness and Work Place Environment. The establishment of a positive correlation between these two aspects ensure that an organization can benefit greatly when it enhances employee happiness. In addition, measures can be put in place to ensure that employee happiness is enhanced, a move that would lead to a more productive organization and faster growth. Although the concept of Work Place Environment and its relationship to happiness has been researched before, this study goes further to confirm that happy employees are more productive, leading to organizational success. Organizational culture and environment affects the performance and approach of employees. Leadership in an organization is a vital aspect as it ensures employees have the right environment to carry out tasks and be content with their work. With this new knowledge, leaders can take measures to improve employee happiness, which will lead to employee engagement and, consequently, improve the prospects of organizational success.

## 5.2 Summary of the Literature

The literature shows that employee engagement is a vital aspect in the success of the organization. Based on this study, improving employee engagement will be much easier as leaders have a clearer picture on the issues pertaining to employee performance. Since employee engagement is linked to productivity, it is important to understand factors that enhance the engagement process. Literature shows that employee engagement is preceded by happiness of the employee at the workplace. As such, it is imperative that organizational leaders take into consideration the value of the employees and find mechanisms of enticing them (Happiness and productivity in the workplace: The role of transformational leadership, 2013). Taking care of the wellbeing of the employees, and making them happy, will have a positive outcome for the organization in the long run.

## 5.3 Conclusions and Implications

Happiness can be defined as the status of enjoying life. Its importance in the modern organization has largely been ignored as most people focused on productivity in the organization. This focus ignored one of the vital characteristics of man that can lead to increased productivity. For a long time, organizations have focussed on job satisfaction and its ability to foster productivity in the organization. Although this focus was right, and it worked for some time, research has shown job satisfaction is only a small factor that leads to increased employee productivity. This study has added to the literature showing that employee engagement is vital to the organization, but happiness in the workplace determines whether an employee becomes engaged. This new development will play a significant role in the improvement of employee engagement procedures. Some of the implications of this study include change in methods of employee appraisals, new methods of enhancing employee-employer relationships, and employee selection criteria.

This is because organizational leaders have to find new ways of making sure their employees are happy in order for them to be engaged. Organizational success will be determined on the ability of the organization to adapt and be able to offer employees happiness. Some of the methods that can be used include better appraisals, and incentives to provide employees with job satisfaction. Job satisfaction is one of the prerequisites to employee happiness, and making work processes better is likely to improve employee job satisfaction. When the work is rewarding and employees feel engaged, they will experience happiness, which should lead to increased productivity. Employee engagement and happiness are perceived as cyclical, such that an increase in one will lead to an increase in the other (Shimada, Shimazu, Bakker, Demerouti, & Kawakami, 2014). This implies that employers should always ensure the employees are happy and this will, in turn, lead to employee engagement.



## 5.4 Final Summary

Employee engagement has been touted as the next frontier that will help organizations to achieve success. This is because passionate employees will ensure that they are productive in the work place. Happiness has been argued to be one of the factors that enhance employee engagement. As the results of this study show, happiness in the work place is directly related to employee engagement. This means that the happier employees are at work, the higher the likelihood they will be engaged with the company. The process is, however, not as straightforward as it sounds. The hypothesis being tested in this study was whether there was any relationship between happiness and employee engagement in order to boost organizational success. A positive correlation was found, showing that happy employees tend to be more engaged compared to disengaged employees. In light of this, more research should be done to ascertain whether happiness outside the work place affects the happiness of the employee when he or she is at the work place.



## APPENDIX A

### (1) Oxford Happiness Inventory

#### Instructions

Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:

1 = strongly disagree 2 = moderately disagree 3 = slightly disagree 4 = slightly agree 5 = moderately agree 6 = strongly agree

Please read the statements carefully, because some are phrased positively and others negatively.

Don't take too long over individual questions; there are no "right" or "wrong" answers (and no trick questions). The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

#### The Questionnaire

1. I don't feel particularly pleased with the way I am. (R) \_\_\_\_\_
2. I am intensely interested in other people. \_\_\_\_\_
3. I feel that life is very rewarding. \_\_\_\_\_
4. I have very warm feelings towards almost everyone. \_\_\_\_\_
5. I rarely wake up feeling rested. (R) \_\_\_\_\_



6. I am not particularly optimistic about the future. (R) \_\_\_\_\_
7. I find most things amusing. \_\_\_\_\_
8. I am always committed and involved. \_\_\_\_\_
9. Life is good. \_\_\_\_\_
10. I do not think that the world is a good place. (R) \_\_\_\_\_
11. I laugh a lot. \_\_\_\_\_
12. I am well satisfied about everything in my life. \_\_\_\_\_
13. I don't think I look attractive. (R) \_\_\_\_\_
14. There is a gap between what I would like to do and what I have done. (R) \_\_\_\_\_
15. I am very happy. \_\_\_\_\_
16. I find beauty in some things. \_\_\_\_\_
17. I always have a cheerful effect on others. \_\_\_\_\_
18. I can fit in (find time for) everything I want to. \_\_\_\_\_
19. I feel that I am not especially in control of my life. (R) \_\_\_\_\_
20. I feel able to take anything on. \_\_\_\_\_
21. I feel fully mentally alert. \_\_\_\_\_
22. I often experience joy and elation. \_\_\_\_\_
23. I don't find it easy to make decisions. (R) \_\_\_\_\_
24. I don't have a particular sense of meaning and purpose in my life. (R) \_\_\_\_\_
25. I feel I have a great deal of energy. \_\_\_\_\_



26. I usually have a good influence on events. \_\_\_\_

27. I don't have fun with other people. (R) \_\_\_\_

28. I don't feel particularly healthy. (R) \_\_\_\_

29. I don't have particularly happy memories of the past. (R) \_\_\_\_

Calculate your score

Step 1. Items marked (R) should be scored in reverse:

If you gave yourself a "1," cross it out and change it to a "6." Change "2" to a "5" Change "3" to a "4" Change "4" to a "3" Change "5" to a "2" Change "6" to a "1" Step 2. Add the numbers for all 29 questions. (Use the converted numbers for the 12 items that are reverse scored.) Step 3. Divide by 29. So your happiness score = the total (from step 2) divided by 29.

## **(2) Work Place Environment Scale:**

### **INSTRUCTIONS:**

The given items are related to the work environment, where you spent 70% of your day at. Please tick the appropriate responses according to your choices.

1. Work culture is challenging.
2. There is a not be much group spirit.
3. People are spending time observing the clock
4. People take pride working in organization.
5. People put lot of effort into what they do.
6. People Sheldon volunteer.
7. Work place is quite a lively.

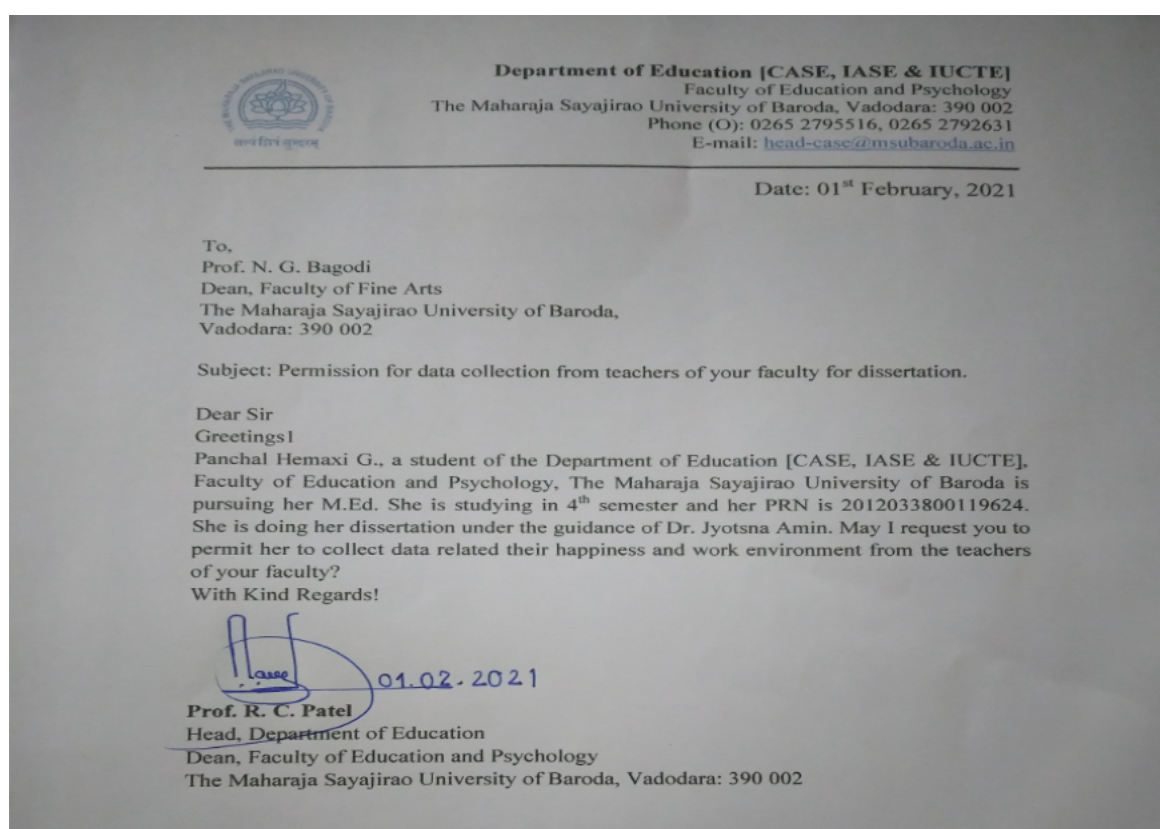
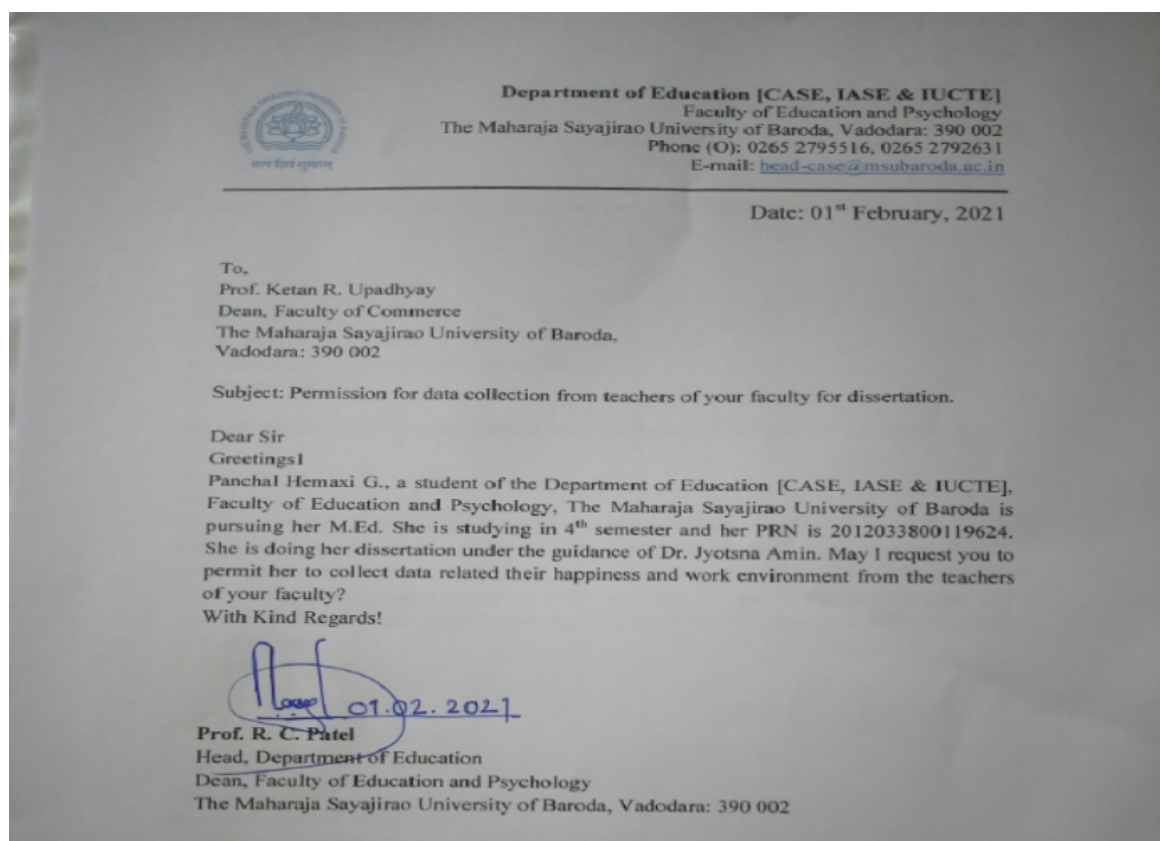




8. People find it hard to do anything extra than designated work.
9. Working is very interesting.
10. We have constant pressure to keep on working here.
11. There is always seem to be urgency about any task.
12. People are not getting any possibility to relax.
13. People are adamant to work hard
14. People have flexibility in completing the task in terms of time
15. People find it difficult to manage their own work load.
16. People can be relax while completing the task.
17. The work culture here is stressed free.
18. People always have deadlines to meet.
19. People have work overtime to get their work done
20. Only few employees have important responsibility.
21. Employee are encouraged to make their own decisions
22. Employees have freedom to do their own work.



### (3) Permission letters:





**Department of Education [CASE, IASE & IUCTE]**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda, Vadodara: 390 002  
Phone (O): 0265 2795516, 0265 2792631  
E-mail: [head-case@msubaroda.ac.in](mailto:head-case@msubaroda.ac.in)

Date: 01<sup>st</sup> February, 2021


To,  
Prof. H. R. Kataria  
Dean, Faculty of Science  
The Maharaja Sayajirao University of Baroda,  
Vadodara: 390 002

Subject: Permission for data collection from teachers of your faculty for dissertation.

Dear Sir  
Greetings!

Panchal Hemaxi G., a student of the Department of Education [CASE, IASE & IUCTE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda is pursuing her M.Ed. She is studying in 4<sup>th</sup> semester and her PRN is 2012033800119624. She is doing her dissertation under the guidance of Dr. Jyotsna Amin. May I request you to permit her to collect data related their happiness and work environment from the teachers of your faculty?

With Kind Regards!

 01.02.2021

**Prof. R. C. Patel**  
Head, Department of Education  
Dean, Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda, Vadodara: 390 002



**Department of Education [CASE, IASE & IUCTE]**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda, Vadodara: 390 002  
Phone (O): 0265 2795516, 0265 2792631  
E-mail: [head-case@msubaroda.ac.in](mailto:head-case@msubaroda.ac.in)

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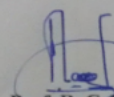
To,  
Prof. Uma Iyer  
Dean [OSD], Faculty of Law  
The Maharaja Sayajirao University of Baroda,  
Vadodara: 390 002

Subject: Permission for data collection from teachers of your faculty for dissertation.

Dear Madam  
Greetings!

Panchal Hemaxi G., a student of the Department of Education [CASE, IASE & IUCTE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda is pursuing her M.Ed. She is studying in 4<sup>th</sup> semester and her PRN is 2012033800119624. She is doing her dissertation under the guidance of Dr. Jyotsna Amin. May I request you to permit her to collect data related their happiness and work environment from the teachers of your faculty?

With Kind Regards!

 01.02.2021

**Prof. R. C. Patel**  
Head, Department of Education  
Dean, Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda, Vadodara: 390 002

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